

# Assessment Brief



Public Schools of North Carolina • State Board of Education • North Carolina Department of Public Instruction • June St. Clair Atkinson Ed.D., State Superintendent

## North Carolina READY End-of-Grade Assessment Data Reporting

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### North Carolina End-of-Grade Assessments

The North Carolina READY End-of-Grade (EOG) Assessments are curriculum-based achievement tests in the areas of English language arts (ELA)/reading and mathematics at grades 3–8 and science at grades 5 and 8. The ELA/reading and mathematics assessments are aligned to the North Carolina *Standard Course of Study* (NCSCS), while the science assessments are aligned to the North Carolina *Essential Standards*. Students take the EOG assessments during the last ten (10) days of the school year.

### EOG Teacher Reports

#### Class Roster

The following is a sample EOG Grade 5 English Language Arts (ELA)/Reading and Mathematics Class Roster. The top of the roster provides teachers with basic school information such as the local education agency (LEA)/school number, the teacher's name, the date of the test administration, the school name, and the class period.

The table below the school information contains the test results for each student tested (scale score, Lexile® for reading, Quantile® for mathematics, percentile rank, and achievement level). The number of questions the student answered correctly is converted to a scale score. Lexiles measure both reader ability and text difficulty. By using the Lexile score, a teacher can match the student to a novel or other reading material that is similar to his or her reading ability. The Quantile score measures both student mathematical understanding and concept difficulty. The Quantile measure describes the student's readiness to learn the specific skill or concept. The percentile rank compares the student's performance on the test this year to that of all North Carolina students who took the test in the norming year (2012–13). The student's achievement level (Level 1, 2, 3, 4, or 5) provides information on how the student did on the administered test. An achievement level of 4 or 5 on the assessment indicates the student has a solid (Level 4) or superior (Level 5) command of grade-level knowledge and skills assessed by the test and has met the college- and career-readiness standard. An achievement level of 3 indicates the student has a sufficient command of the grade-level knowledge and skills assessed by the test but has not yet met the college- and career-readiness standard.

PUBLIC SCHOOLS OF NORTH CAROLINA END-OF-GRADE TESTS 2015-2016 Grade 5 ELA/Reading and Mathematics Class Roster									
LEASchCode = ??????????					HdrSchoolName = ??????????????				
InstrName = ??????????					ClassPeriod = ????????????				
TestDates = EOY16									
Student Name	Reading Scores <sup>1</sup>				Mathematics Scores <sup>2</sup>				
	Scale Score	Lexile <sup>3</sup>	2013 Pctl Rank <sup>3</sup>	Ach. Level	Scale Score	Quantile <sup>3</sup>	2013 Pctl Rank <sup>3</sup>	Ach. Level	
1 ?????????? ??????	Absent				Absent				
2 ?????????? ??????	472	1400L	99	5	474	1125Q	99	5	
3 ?????????? ??????????	419 #	255L	1	1	424 #	250Q	1	1	
4 ?????????? ??????????	457	1145L	76	4	461	1030Q	87	5	
5 ?????????? ??????????	Exempt LEP				Invalid Accom				
6 ?????????? ??????????	440	750L	16	1	447	735Q	38	2	
7 ?????????? ??????????	Misadmin				449	775Q	46	3	
8 ?????????? ??????????	447	910L	36	2	Misadmin				
9 ?????????? ??????????	436	655L	8	1	442	630Q	22	2	
10 ?????????? ??????	473	1400L	99	5	474	1125Q	99	5	
11 ?????????? ??????????	NCEXTEND1				NCEXTEND1				
12 ??? ? ??????????	464	1310L	94	5	468	1125Q	97	5	
13 ?????????? ??????????	461	1240L	88	4	463	1070Q	91	5	
14 ?????????? ??????????	Invalid Accom				Absent				
15 ?????? ??????????	452	1030L	56	3	456	925Q	73	4	
16 ?????????? ??????????	RdAloud/Sign				447	735Q	38	2	
17 ?????????? ??????????	444	840L	27	2	451	820Q	53	4	
18 ?????????? ??????????	448	935L	40	2	453	860Q	61	4	
19 ?????????? ??????????	432	560L	3	1	439	565Q	14	1	
20 ?????????? ??????????	Transfer				Transfer				
21 ?????????? ??????????	Transfer				Transfer				
22 ?????????? ??????????	428	465L	1	1	435	480Q	6	1	
Class Mean	448.1				452.2				

<sup>1</sup> There are 52 items on the reading test.  
<sup>2</sup> There are 54 items on the mathematics test. Eight of the 54 items are gridded response items.  
<sup>3</sup> The percentile ranks were established from 2013 statewide test data.  
<sup>4</sup> For more information on the Lexile and Quantile Measures, visit <http://www.ncpublicschools.org/accountability/lexilequantileinfo>  
<sup>5</sup> Student assigned lowest possible score because no responses coded

## Class Subscore Roster

The class subscore rosters are new reports available for the first time in 2015–16. Below is a sample class subscore roster for the EOG Grade 3 ELA/reading assessment. Like the class roster, the class subscore roster provides teachers with basic school information at the top of the report. The table below the school information is divided into three columns. The left column lists the students who were tested. The middle column gives each student's achievement level and the percent correct, which represents how well the student did on the total assessment out of 100 percent. In the right column, are the subscores and percent correct out of 100 percent for each domain that is assessed on the test (Language, Reading for Literature, and Reading for Information). Note: The domains assessed for ELA/reading at grades 3–8 are the same.

Public Schools of North Carolina End-of-Grade Tests 2015-2016 Grade 3 ELA/Reading Class Subscore Roster						
LEASchCode = ??????????			HdrSchoolName = ????????????			
InstrName = ??????????			ClassPeriod = ????????????			
TestDates = YRO16						
Student Name	Achievement Level	Percent Correct <sup>2</sup>	Subscores <sup>1</sup> Percent Correct <sup>2</sup>			
			Language	Reading for Literature	Reading for Information	
1 ?????? ??????	Absent					
2 ?????? ?????????	5	100.0%	100.0%	100.0%	100.0%	
3 ?????? ?????????	5	100.0%	100.0%	100.0%	100.0%	
4 ?????? ?????????	1 #	0.0%	0.0%	0.0%	0.0%	
5 ?????? ?????????	4	81.8%	80.0%	100.0%	66.7%	
6 ?????? ?????????	1	50.0%	50.0%	71.4%	35.0%	
7 ?????? ?????????	Exempt LEP					
8 ?????? ?????????	1	52.3%	20.0%	64.3%	60.0%	
9 ?????? ?????????	1	38.6%	40.0%	43.8%	33.3%	
10 ?????? ?????????	Misadmin					
11 ?????? ?????????	NCEXTEND1					
12 ?????? ?????????	5	95.5%	100.0%	100.0%	88.9%	
13 ?????? ?????????	4	90.9%	90.0%	100.0%	85.0%	
14 ?????? ?????????	RdAloud/Sign					
15 ?????? ?????????	3	75.0%	50.0%	92.9%	75.0%	
16 ?????? ?????????	2	56.8%	40.0%	68.8%	55.6%	
17 ?????? ?????????	Invalid Accom					
18 ?????? ?????????	1	31.8%	40.0%	28.6%	30.0%	
19 ?????? ?????????	Transfer					
20 ?????? ?????????	Transfer					
21 ?????? ?????????	1	25.0%	20.0%	25.0%	27.8%	
Class Mean		61.4%	56.2%	68.8%	58.2%	

<sup>1</sup> Additional information about the assessment is located in the test specifications documents available at <http://www.ncpublicschools.org/accountability/testing/technicalnotes>

<sup>2</sup> Percent Correct shows the percentage of the total number of points the student earned on the test or subscore.

# Student assigned lowest possible score because no responses coded

The EOG mathematics class subscore roster (see the following example report) is somewhat different from the class subscore roster for ELA/reading. Like the ELA/reading class subscore roster, the left column of the math class subscore roster lists the students who were tested followed by each student's achievement level and the percent correct on the total assessment out of 100 percent. However, because all EOG mathematics tests have a calculator inactive and a calculator active section, the third column of the mathematics class subscore roster provides the percent correct out of 100 percent for the calculator inactive and calculator active questions that are assessed on the test. The remainder of the report is like the ELA/reading class subscore roster and provides the subscores and percent correct out of 100 percent for each domain that is assessed on the test (Operations and Algebraic Thinking, Numbers and Operations in Base Ten, Numbers and Operations-Fractions, Measurement and Data, Geometry). Note: The domains assessed for mathematics at grades 3–5 and at grades 6–8 vary.

Public Schools of North Carolina End-of-Grade Tests 2015-2016 Grade 3 Mathematics Class Subscore Roster									
LEASchCode = ??????????			HdrSchoolName = ????????????						
InstrName = ??????????			ClassPeriod = ????????????						
TestDates = YRO16									
Student Name	Achievement Level	Total Percent Correct <sup>2</sup>	Item Type <sup>1</sup> Percent Correct <sup>2</sup>		Subscores <sup>2</sup> Percent Correct <sup>2</sup>				
			Calc Inact	Calc Active	Oper & Alg Think	Numb Base 10	Numb Oper Frac	Measure & Data	Geom
1 ?????? ??????	Absent								
2 ?????? ?????????	5	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
3 ?????? ?????????	5	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
4 ?????? ?????????	1 #	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5 ?????? ?????????	4	86.4	100.0	72.7	100.0	100.0	90.0	72.7	60.0
6 ?????? ?????????	Misadmin								
7 ?????? ?????????	2	56.8	100.0	13.6	78.6	75.0	50.0	36.4	40.0
8 ?????? ?????????	2	50.0	50.0	50.0	42.9	100.0	40.0	45.5	60.0
9 ?????? ?????????	2	40.9	40.9	40.9	57.1	25.0	20.0	36.4	60.0
10 ?????? ?????????	2	45.5	90.9	0.0	50.0	50.0	50.0	36.4	40.0
11 ?????? ?????????	NCEXTEND1								
12 ?????? ?????????	5	95.5	100.0	90.9	100.0	100.0	90.0	100.0	80.0
13 ?????? ?????????	5	90.9	100.0	81.8	100.0	100.0	90.0	90.9	60.0
14 ?????? ?????????	3	63.6	63.6	63.6	85.7	75.0	40.0	72.7	20.0
15 ?????? ?????????	4	77.3	77.3	77.3	71.4	100.0	80.0	81.8	60.0
16 ?????? ?????????	3	59.1	54.5	63.6	71.4	25.0	60.0	45.5	80.0
17 ?????? ?????????	Invalid Accom								
18 ?????? ?????????	1	36.4	36.4	36.4	14.3	25.0	60.0	27.3	80.0
19 ?????? ?????????	Transfer								
20 ?????? ?????????	Transfer								
21 ?????? ?????????	1	22.7	22.7	22.7	28.6	0.0	20.0	18.2	40.0
Class Mean Percent Correct		61.7	69.1	54.2	66.7	65.0	59.3	57.6	58.7

<sup>1</sup> Item Type Descriptions  
Calc Inact Calculator Inactive Items  
Calc Active Calculator Active Items

<sup>2</sup> Subscore Descriptions  
Oper & Alg Think Operations and Algebraic Thinking  
Numb Base 10 Numbers and Operations in Base 10  
Numb Oper Frac Numbers and Operations—Fractions  
Measure & Data Measurement and Data  
Geom Geometry

<sup>2</sup> Percent Correct shows the percentage of the total number of points the student earned on the test or subscore.

Additional information about the assessment is located in the test specifications documents available at <http://www.ncpublicschools.org/accountability/testing/technicalnotes>

# Student assigned lowest possible score because no responses coded

## Goal Summary Subscore Report

The goal summary subscore report is a grade-level and subject-specific report that summarizes student performance for each assessed content standard. The goal summary report groups students at the school, district, or state level. Typically, the report reflects scores at the strand or domain level. In ELA/reading, the following goal summary subscore report contains strand-level score reporting as subscores reflecting items related to literature versus items related to informational text. In mathematics, subscores are reported with regard to items designated for calculator active sections versus calculator inactive sections and by domain on the report.

The standard protocol for reporting subscores requires that any strand, domain, or item type with fewer than five items does not produce a level of reliability sufficient for score reporting. The goal summary subscore report provides valid data about curriculum implementation only when 1) all forms are administered within the same classroom, school, or district, 2) there are at least five students per form, and 3) approximately equal numbers of students have taken each form. It is best to compare a group's mean percent correct with the state mean to determine how far above or below the state mean the group has performed. This comparison is most appropriate because forms are comparable at a total assessment level but not at the subscore level.

This report is for internal use only. In compliance with the Family Educational Rights and Privacy Act (FERPA) and North Carolina Department of Public Instruction policy, results with less than 10 students must not be released to the public.

PUBLIC SCHOOLS OF NORTH CAROLINA END-OF-GRADE TESTS 2015-2016 Grade 8 Goal Subscore Summary Report					
SystemCode = ??????????			SystemName = ??????????		
	Scale Score Mean	Number of Valid Scores <sup>1</sup>	Pct of Read Items	Mean Pct Correct	Diff from 2015 State Mean Pct Correct <sup>2</sup>
ELA/Reading	465.0	44	100.0		
State 2015 <sup>3</sup>	458.1	116836			
State 2014	458.9	112000			
State 2013	458.7	108923			
English Language Arts Concepts					
Language			20-24 %	82.5	13.9
Reading for Literature			31-35 %	70.6	5.5
Reading for Information			42-46 %	74.7	14.1
	Scale Score Mean	Number of Valid Scores <sup>1</sup>	Pct of Math Items	Mean Pct Correct	Diff from 2015 State Mean Pct Correct <sup>2</sup>
Mathematics	454.5	44	100.0		
State 2015 <sup>3</sup>	449.7	117275			
State 2014	450.0	112686			
State 2013	450.0	109580			
Calculator Inactive			30 %	50.8	9.9
Gridded Response Items			18 %	37.9	8.2
Calculator Active			70 %	62.8	9.5
Mathematics Domains					
Functions			22-27 %	59.7	8.9
The Number System			2-7 %	41.7	15.1
Expressions and Equations			27-32 %	61.6	13.2
Geometry			20-25 %	61.6	5.0
Statistics and Probability			15-20 %	56.8	7.6
<sup>1</sup> Report for internal use only. In compliance with the Family Education Rights and Privacy Act (FERPA) guidelines and North Carolina Department of Public Instruction (NCDPI) policy, results with less than 10 students must not be released to the public. <sup>2</sup> The test forms used year to year may be different. Tests are equivalent at the total score level, not at the subscore level. <sup>3</sup> The goal subscore summary report provides valid data about curriculum implementation when all multiple forms are administered within the same classroom/school/LEA, there are at least five students per form, and approximately equal numbers of students have taken each form. It is best to compare a group's mean percent correct with the state mean to determine how far above or below the state mean the group has performed.  The NC Standard Course of Study for ELA can be found at <a href="http://www.ncpublicschools.org/curriculum/languagearts/scos/">http://www.ncpublicschools.org/curriculum/languagearts/scos/</a> The NC Standard Course of Study for Mathematics can be found at <a href="http://www.ncpublicschools.org/curriculum/mathematics/scos/">http://www.ncpublicschools.org/curriculum/mathematics/scos/</a>					

# EOG Parent/Student Report

## Individual Student Report


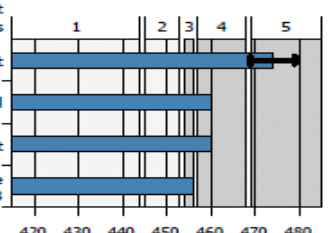
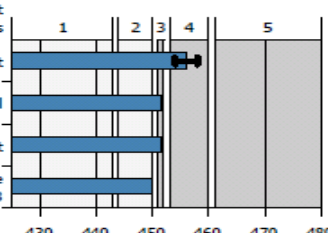
The End-of-Grade Individual Student Reports provide parents with information about their student's performance on the EOG ELA/reading, mathematics, and science assessments. As shown in the following report, Column (1) includes the areas assessed on the test(s). For ELA/reading, subscores are provided by strand or genre only (language, reading: literature, and reading: informational text). For mathematics, subscores are provided by item type (calculator inactive and calculator active) and by domain (ratios and proportional relationships, the number system, expressions and equations, geometry, statistics and probability). Note: The domains for mathematics at grades 3–5 and at grades 6–8 vary.

The total number of questions on the assessment(s) that count toward the student's score and the total number of questions assessed in each strand/genre and item type/strand are listed in column (2). Column (3) reports the total number of test questions answered correctly by the student.

The fourth column indicates the achievement level the student scored on each test and whether the score is proficient (Yes) or not proficient (No). An achievement level of 4 or 5 on these assessments indicates the student has a solid (level 4) or superior (level 5) command of grade-level knowledge and skills assessed by the test and has met the college- and career-readiness standard. An achievement level of 3 indicates the student has a sufficient command of the grade-level knowledge and skills assessed by the test but has not yet met the college- and career-readiness standard.

Column (5) provides additional information about the student's scores and Lexile® (ELA/reading) and Quantile® (mathematics) measures. The number of questions the student answered correctly is converted to a scale score. The percentile rank compares the student's performance on the test this year to that of all North Carolina students who took the test in the norming year (2012–13). The Lexile Framework for Reading measures both reader ability and text difficulty; Lexile measures do not translate specifically to grade level. The Quantile Framework of Mathematics measures both student mathematical understanding and concept difficulty and describes the student's readiness to learn the specific skill or concept.

Column (6) compares the student's scale score with all students in the school, district, and the state. The student bar shows the student's scale score. The bold horizontal line drawn through the student bar represents the range of scale scores the student would receive if he or she took the test multiple times. The bar graphs for the school and the district provide a comparison of the student's scale score to the average scale scores of all students in his or her school and district who took the test during the current school year. The bar graph for the state provides a comparison to the average scale scores of students in North Carolina who took the test during the norming year (2012–13).

End-of-Grade Grade 7 NC READY Individual Student Report 2015–16			Student: ?????????????????? School: 999300 ????????????????		
(1) Areas Assessed	(2) Total Number of Questions	(3) Total Number Correct	(4) Achievement Levels	(5) Student's Scores	
<b>English Language Arts/Reading</b>	<b>48</b>	<b>45</b>	Achievement Level <b>5</b> Superior Command *	Scale Score <b>474</b>	
Language	10	9	On Track for College- and Career-Readiness <b>Yes</b>	Percentile (2012-13 Norming Year) <b>97</b>	
Reading: Literature	17	16			
Reading: Informational Text	21	20	Proficient <b>Yes</b>	Lexile® Framework for Reading <b>1545L</b>	
<b>Mathematics</b>	<b>50</b>	<b>33</b>	Achievement Level <b>4</b> Solid Command *	Scale Score <b>456</b>	
Calculator Inactive	15	7	On Track for College- and Career-Readiness <b>Yes</b>	Percentile (2012-13 Norming Year) <b>72</b>	
Calculator Active	35	26			
Ratios and Proportional Relationships	13	9			
The Number System	5	2			
Expressions and Equations	13	8			
Geometry	12	8	Proficient <b>Yes</b>	Quantile® Framework for Mathematics <b>1060Q</b>	
Statistics and Probability	7	6			

\* An achievement level of 3 indicates the student is proficient in the grade-level knowledge and skills assessed by the test. An achievement level of 4 or 5 indicates the student is proficient and has met the college- and career-readiness standard.